

## Reading

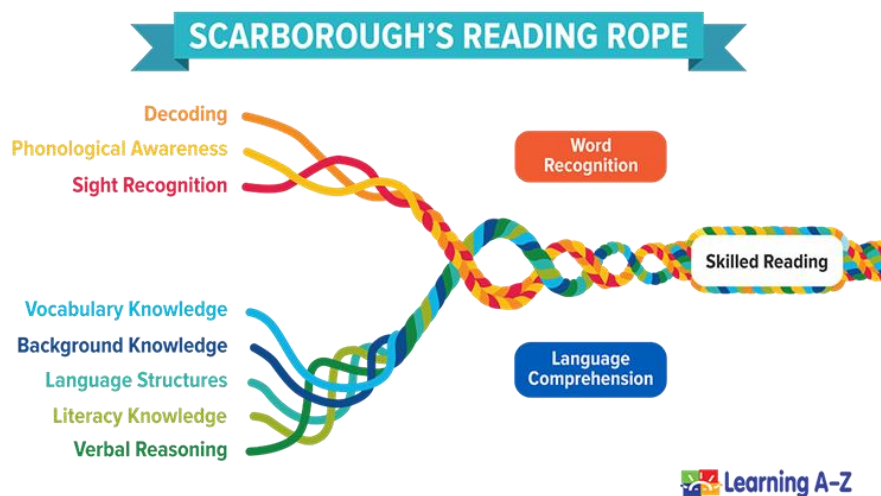
### INTENT

Our vision: 'To love, live and learn together' recognises the importance of our children becoming life-long readers so that they can experience 'life in all its fullness'. We recognise and celebrate reading as being at the heart of all we do – permeating all our learning and unlocking our academic curriculum areas in school. Developing a culture where reading is at the forefront of our day-to-day teaching is established in Reception and consistently developed through to Year 6 with opportunities for children to 'read for pleasure', both individually and with others, provided regularly.

Evidence shows that reading engagement correlates strongly with academic reading performance and impacts on all curriculum areas. We strive to make reading as enjoyable and purposeful as possible and our children's passion for reading is something we are consistently building upon. We teach reading comprehension skills through the use of real texts in both Reception, KS1 and KS2. By the end of Year 6, we intend our children to be fluent and passionate readers, whilst also being equipped with the skills to apply this passion to enhance their understanding across the curriculum.

### IMPLEMENTATION

Reading is at the heart of everything we do at Bolton-on-Swale St Mary's and we place the highest priority on this. We utilise the Reading Rope as an approach.



The Reading Rope consists of lower and upper strands. The word-recognition strands (phonological awareness, decoding, and sight recognition of familiar words) work together as the reader becomes accurate, fluent, and increasingly automatic with repetition and practice. Concurrently, the language-comprehension strands (background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge) reinforce one another and then weave together with the word-recognition strands to produce a skilled reader. This does not happen overnight; it requires instruction and practice over time.

We have a variety of strategies in place to enable our children to become lifelong readers. These include:

### **For Reception/Y1 children**

- Guided reading sessions two times per week in Reception / Year 1 in line with our SSP (Little Wandle).
- 1:1 reading with an adult once per week as a minimum
- Children take home a phonically decodable and reading for pleasure books each night
- Children may also take home a library book each week
- Communication with parents/carers by school staff and recording in reading records takes place 2-3 times per week
- Parents/carers are also encouraged to record in reading records

### **For Year 2 children**

- Guided group reading comprehension session once per week
- 1:1 Reading with an adult once per week as a minimum
- Children take home a book banded reading book
- Children may also take home a library book each week
- Communication with parents/carers by school staff and recording in reading records takes place at least twice per week
- Parents/carers are also encouraged to record in reading records

### **For Year 3 to Year 6 children**

- Whole class focussed reading comprehension session twice per week (once per week minimum)
- 1:1 Reading with an adult once per week as a minimum
- Further 1:1 reading with an adult for targeted readers
- Daily individual quiet reading time for 15 minutes per day
- Children take home a book banded book or a recommended read each night
- Children may also take home a library book each week
- Communication with parents/carers by school staff and recording in reading records takes place a minimum of once per week
- Pupils record daily in their reading record themselves both in school quiet reading time and when they read at home

### **Whole School Approach and Enrichment**

- Timetabled daily story times in each class, so children can listen to their teacher and practise fluency and reading prosody.
- Book corners in each classroom stocked with a range of age appropriate texts, recommended reads and books from high quality authors.
- Regular opportunities for pupils to read in all areas of the curriculum with specific non-fiction texts linked to the class topics of study displayed in each classroom (these could link to History, Geography, Science, Art)
- Use of 'Book Bands' and 'Recommended Reads' to ensure pupils have access to a range of high quality texts from a variety of genre
- Celebrating and encouraging a love of reading with plentiful opportunities to share and discuss what they have read and share recommendations
- Access to books and texts at break-times
- Opportunity to enjoy our school library and to borrow books to take home

- A focus on texts which showcase inclusivity, diversity and global which is key in our rural North Yorkshire village setting
- Celebration of 'World Book Day' with exciting and engaging activities throughout the entire week to celebrate a love of reading.
- Giving pupil's ownership of the development of reading through child led Librarians and Book Club which includes being a 'Reading Buddy'
- Regularly share recommendations, book reviews etc.
- Children take part in 'Reading Buddies' as part of our whole school Year 6/Reception buddy system
- Children who are not yet fluent readers by KS2 are given daily reading intervention/support
- A new, high quality range of individual reading books which are matched to each child's ability.
- We have a subscription to 'Weekly News' to enable children to read about current events in an age-appropriate way

### **IMPLEMENTATION – Whole Class Reading Lesson Structure**

Research suggests that children must be able to understand between 95-98% of the vocabulary to fully access a piece of text; children will be explicitly taught the new vocabulary during reading the text to ensure they are familiar with any new or 'tricky' words. This new vocabulary will be revisited throughout the week to ensure it is embedded and applied in various ways, helping to build understanding and oracy. The text will then be read using a variety of methods in order for children to develop their prosody: the teacher will model fluent and expressive reading, echo reading will be used, paired reading, individual reading and whole class reading so that children have the opportunity to read aloud to the rest of the class. You may see a number of these different strategies during one session.

Subsequent lessons throughout the week will follow a consistent structure and the content domain will be shared at the beginning of each lesson, ensuring children are familiar with the different question types and how they are required to answer them. Teachers will model skills such as scanning for key information as well as how to develop written responses to questions.

Teachers are provided with texts that link closely to our termly topics. This helps to ensure a wide range of texts and genres are used across each year group and class, including 'classic texts' and 'modern texts'. In order to develop high-quality written responses, a range of strategies are encouraged and applied. Children may initially speak their answers orally, recognising their first idea may not be their best. Sentence stems, key vocabulary and structures for more developed responses may be provided where appropriate to ensure each child is able to access and achieve. Answers should be discussed at the end of each lesson so that children are aware of how well they are achieving in reading sessions. We regularly assess children within lesson with immediate feedback to address any misconceptions. We use PIRA reading assessments termly to monitor progress. We analyse this data and focus on specific reading skills to 'keep up' rather than 'catch up'.

## **IMPACT – Reading**

By the time children leave Bolton-on-Swale they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. They can also read books to enhance their knowledge and understanding of all subjects on the curriculum, and communicate their research to a wider audience. Primarily, they develop a love of reading and establish themselves as 'Lifelong Readers'.

We encourage children to orally talk through their answers and ensure it is the best they can give before writing anything down. We also acknowledge it is good for children to also be able to formally record an answer. Children can do this in a variety of different ways such as discussing the answer first with peers and/or an adult and then being provided with the opportunity to develop their best response in writing. All skills must be modelled by the teacher and children should have a clear picture of how well they are doing in reading with answers discussed, edited and improved each lesson.

During this reading session teachers focus on specific children, this may mean hearing them read individually whilst others are reading independently, in pairs or groups, discussing answers with those children and working one to one or within a group with them during a session whilst the others form an answer independently. Teachers can then assess these children based on NC expectations and how they are performing relating to the specific content domain.

Pictured below: enjoying our school library; reading together in Book Club; sharing a book with our Reading buddy on World Book Day

